

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by



Department
for Education

Created by



association for



YOUTH



Details with regard to funding

Please complete the table below.

Yeoman Park Academy

| | |
|---|---------|
| Total amount carried over from 2020/21 | £0 |
| Total amount allocated for 2021/22 | £16 250 |
| How much (if any) do you intend to carry over from this total fund into 2021/22? | £0 |
| Total amount allocated for 2021/22 | £16 250 |
| Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022. | £ |

Swimming Data

Please report on your Swimming Data below.

| | |
|--|--|
| <p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts.</p> <p>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self-rescue even if they do not fully meet the first two requirements of the NC programme of study</p> | <p><i>Swimming will be delivered from the main school budget</i></p> |
| <p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at</p> | <p>%</p> |

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|---|----|
| the end of the summer term 2020. Please see note above | |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above | % |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | % |
| Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way? | No |

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Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

| Academic Year: 2021/22 | | Total fund allocated: £9,750 | | Date Updated: 01/11/2021 | |
|---|---|--|--|---|--|
| <p>Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</p> | | | | | Percentage of total allocation: <p style="text-align: center;">20%</p> |
| Intent | | Implementation | | Impact | |
| Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice: | | Make sure your actions to achieve are linked to your intentions: | | Evidence of impact: what do pupils now know and what can they now do? What has changed? | |
| 1. Ensure that all children participate in regular physical activities | Employ TA PE Specialist (0.65 fte) who can assist class teachers to plan, deliver, and advise staff about physical activity with children | £3,250 | | 1. Children maintain or increase their physical activity at break and lunch time. | 3. Continued support from all staff to ensure sustainability |
| 2. Create bespoke programmes for children who may find it difficult to engage in exercise | Is able to work with class teams to ensure that every child has appropriate access and to create Individualised programme as necessary | | | 2. Range of strategies to broaden the physical opportunities available to all children | Monitor the equipment and replace if and when needed |

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| Key indicator 2: The profile of PE, School Sport & Physical Activity being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
|--|---|--------------------|--|--|
| | | | | 20% |
| Intent | Implementation | | Impact | |
| Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice: | Make sure your actions to achieve are linked to your intentions: | Funding allocated: | Evidence of impact: what do pupils now know and what can they now do? What has changed? | Sustainability and suggested next steps: |
| 1. Train TA PE specialist in SEND accessible sports (sportability) such that these can be cascaded to classes 2. Provide alternative PESSPA activities. | 3. TA PE Specialist to identify and attend courses 4. TA PE Specialist to identify Sporting events tied in with national events e.g., penalty shootout | £3,250 | 1. Children have a wider experience and can engage in different sports and activities. 2. Children have the experience of competing in a range of activities/events | 3. Continued support from all staff to ensure sustainability 4. Plan sporting events into school calendar |

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| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
|---|--|--------------------|---|---|
| | | | | 20% |
| Intent | Implementation | | Impact | |
| Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice: | Make sure your actions to achieve are linked to your intentions: | Funding allocated: | Evidence of impact: what do pupils now know and what can they now do? What has changed? | Sustainability and suggested next steps: |
| 1. To give staff the confidence to be able to deliver an adaptive PE curriculum to their children | 2. TA PE Specialist to work with staff in person and remotely to support staff with PE delivery for all children in their class. 3. PE and sport activities regularly timetabled to further increase the confidence, knowledge and skills | £3,250 | 1. Staff are more confident in teaching PESSPA 2. Staff are able to draw on a wider number of activities for SEND children | 3. Continue to develop and resource the range of accessibility sports |

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| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
|--|---|-----------------------------|---|--|
| | | | | 40% |
| Intent | Implementation | | Impact | |
| Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice: | Make sure your actions to achieve are linked to your intentions: | Funding allocated: | Evidence of impact: what do pupils now know and what can they now do? What has changed? | Sustainability and suggested next steps: |
| <ol style="list-style-type: none"> To offer a wider range of activities for children To have specialist equipment to facilitate a wide range of activities – boccia, table cricket, goal balls, blindfolds etc | <ol style="list-style-type: none"> Equipment for classes which gives proprioceptive input to enable sensory circuits | £6, 500 (£500 per class) | <ol style="list-style-type: none"> Children are able to access a range of daily physical activities Children enjoy and are willing to participate in alternative forms of sport | <ol style="list-style-type: none"> Continue to resource more specialist SEND PESSPA activities. |

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| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
|---|---|--|---|--|
| | | | | Covered in Key Indicator 1 |
| Intent | Implementation | | Impact | |
| Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice: | Make sure your actions to achieve are linked to your intentions: | Funding allocated: | Evidence of impact: what do pupils now know and what can they now do? What has changed? | Sustainability and suggested next steps: |
| 1. To increase participation in competitive sport 2. For children to be more resilient when they do not win. | 3. PE TA lead to identify external competitions 4. Facilitate academy competitions 5. Establish sports awards | Covered in Key Indicator 4 (resources) | Children have pride in their achievements. Children experience competitions. Children learn to win and lose | Establish sports awards in assembly |

| | |
|-----------------|-----------------|
| Signed off by | |
| Head Teacher: | Courtney Hoop |
| Date: | 01/11/21 |
| Subject Leader: | Kathryn Radford |
| Date: | |
| Governor: | Pete Edwards |

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| Date: | |
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